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## **SOCIO-PHILOSOPHICAL ASPECTS OF PERSONAL DEVELOPMENT OF A HUMAN BEING**

Social cognition is the way in which people process, remember, and use information in social contexts to explain and predict their own behavior and that of others. Children's social cognition may be influenced by multiple factors, both external and internal to the child. In the current study, two aspects of social cognition were examined: Theory of Mind and Emotion Understanding.

A person is considered as a system of integral qualities: natural and social, rational and irrational, emotional and physical, conscious and unconscious. Focusing on the integral properties of the personality allows us to more holistically and comprehensively consider its essence as the unity of three components: biological, psychological and social.

The methodological basis of the study of personality socialization are:

- the vitalist concept, which puts in the first place the subjective quality of the individual in the individual and social plan;

- a universal paradigm that focuses on the spiritual component of a person, based on the biopsychosocial essence of the person. Based on a critical understanding of the provisions of the vitalist and universal concept, the following interpretation of personality socialization is distinguished

This article describes the newly emerging field of implicit social cognition from preschool through elementary school. A special emphasis is placed on discoveries concerning young children's thinking and understanding of themselves and their social groups in the domains of gender and race.

**Key words:** socialization, social cognition, theory of mind, emotion understanding, social roles, personality, social group, modeling of adult's life, game, emotional and volitional sphere, communicative competence.

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### **Адамның тұлғалық қасиеттерін дамытудың әлеуметтік философиялық аспектілері**

Әлеуметтік таным – адамдардың мінез-құлқы мен басқалардың іс-әрекетін түсіндіру және болжау үшін әлеуметтік контексттегі ақпаратты өңдеудің, есте сақтаудың және пайдаланудың тәсілі. Балалардың әлеуметтік танымына сыртқы және ішкі факторлар әсер етуі мүмкін. Осы тақырып аясында әлеуметтік танымның екі аспектісі қарастырылды: ақыл теориясы және эмоцияларды түсіну.

Тұлға интегралды сапалардың жүйесі ретінде қарастырылған, яғни табиғи және әлеуметтік, рационалды және иррационалды, эмоционалды және физикалық, саналы және бейсаналық ретінде.

Тұлғаның интегралды қасиеттеріне көңіл бөлу арқылы тұлғаның мән-мағынасы үш компоненттің бірлігі ретінде тұтастай және жан-жақты қарастырылады: биологиялық, психологиялық және әлеуметтік.

Жеке тұлғаны әлеуметтендіруді зерттеудің әдіснамалық негізі:

- жеке тұлғаның және әлеуметтік жоспарда бірінші кезекте субъективті сапаны қоятын өміршеңдік тұжырымдамасы;

- адамның биопсихоәлеуметтік мәні негізінде адамның рухани компонентіне бағытталған әмбебап парадигма. Амалитаристік және жалпы адамзаттық тұжырымдаманың ережелерін сыни тұрғыдан түсіну негізінде жеке тұлғаны әлеуметтендірудің келесі түсіндірмесі ажыратылады.

Мақалада мектепке дейінгі бала жасынан бастап бастауыш мектепке дейінгі әлеуметтік танымның өрісі сипатталған. Жас балалардың өздері мен олардың әлеуметтік топтарын гендерлік және нәсілдік салалардағы ойлауына және түсінуіне ерекше назар аударылады.

**Түйін сөздер:** әлеуметтену, әлеуметтік таным, әлеуметтік топ, әлеуметтік рөлдер, ойлау теориясы, эмоцияларды түсіну, тұлға, ересектер өмірін бейнелеу, ойын, эмоционалды – ерік саласы, коммуникативті күзиреттілік.

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### **Социально-философские аспекты развития личностных качеств человека**

Социальное познание – это способ, которым люди обрабатывают, запоминают и используют информацию в социальных контекстах, чтобы объяснить и предсказать свое поведение и поведение других. На социальное познание детей может влиять множество факторов, как внешних, так и внутренних, по отношению к ребенку. В настоящем исследовании были рассмотрены два аспекта социального познания: теория разума и понимание эмоций.

Личность рассматривается как система интегральных качеств: природного и социального, рационального и иррационального, эмоционального и телесного, сознательного и бессознательного. Акцентирование внимания на интегральных свойствах личности позволяет более целостно и всестороннее рассматривать ее сущность как единство трех составляющих: биологического, психологического и социального.

Методологической основой исследования социализации личности являются:

- виталистская концепция, которая на первое место ставит субъектное качество личности в индивидуальном и социальном плане;

- универсумная парадигма, акцентирующая особое внимание на духовной составляющей человека, исходя из биопсихосоциальной сущности личности. На основе критического осмысления положений виталистской и универсумной концепции выделяют следующую трактовку социализации личности.

В этой статье описывается область социального познания от дошкольного до начальной школы. Особый акцент делается на мышлении и понимании маленькими детьми себя и своих социальных групп в областях пола и расы.

**Ключевые слова:** социализация, социальное познание, теория мышления, понимание эмоций, социальные роли, личность, социальная группа, моделирование взрослой жизни, игра, эмоционально-волевая сфера, коммуникативная компетентность.

## **Introduction**

The formation of a successfully socialized personality in a modernizing society of Kazakhstan is one of the most important factors affecting the general course of progressive reforms in our country.

The criteria of socialization of a modern personality are evaluated according to various parameters: by the degree of inclusion in the system of social relations, by the level of realization of personal and social opportunities, reproduction and improvement of one's life, etc.

A person is considered as a system of integral qualities: natural and social, rational and irrational, emotional and physical, conscious and unconscious. Focusing on the integral properties of the personality allows us to more holistically and comprehensively consider its essence as the unity of three components: biological, psychological and social.

Adaptation in the world has always been a natural human need. New social knowledge acquired by the student during the educational process makes him less susceptible to manipulation and control, and allows him to see more alternative possibilities of action. In this regard, the problem of the development of social cognition arises, the foundation of which is laid precisely when a child enters school, because the nature of social interactions is changing qualitatively. The school as a social institution is the organizer of the forms and methods of comprehension of social reality by students. As notes E.V Saiko society as an open dynamic system in the process of self-organization and self-development absorbs the energy foundations of a person as a systemic integral certainty (Berns, 1986:198). The factors of the emergence of such certainty are the following: the subjectivity of a developing personality; the position and effectiveness of a person as setting a

goal, designing and motivating his activities; the ability to self-propel due to suprasituational activity, non-adaptability, and adaptability (Nemirovsky, 1992:67). The origin and strengthening of these qualities and abilities is mediated by the development of social-cognitive activity. First of all, development should be understood as the process of progressively directed structuring-complication, movement-change of phenomena stably connected in their unity and integrity (Bozovic, Slavina, 1979:120), which belong to the field of social cognition and suggest a certain certainty. Social cognition, by definition, has a social origin – i.e. it arises and is supported by social interaction. Social cognition deals with social objects, and its results are common for group members otherwise, interactions between people would become impossible (Bikenova, Abdikerova, 2005:123). Undoubtedly, an important role in building a picture of the social world is played by social institutions: family, school, religious and public organizations.

They are the organizers of forms and methods of human comprehension of social reality. Important is the fact that social cognition can proceed at different levels: 1) individual (comprehension of social reality through empathy); 2) personal (knowledge of the social in the process of “trying on” social roles); 3) individual (cognition is carried out at the level of socio-psychological reflection). A similar level structuring of social cognition is due to the structure of the manifestations of the personality, which includes three global components: the individual, person, individuality.

### Research methodology

The methodological basis of the researching of socialization of personality is:

- the vitalist concept, which puts in the first place the subjective quality of the individual in the individual and social plan;
- a universal paradigm that focuses on the spiritual component of a person, based on the biopsychosocial essence of the person.

On the basis of a critical understanding of the provisions of the vitalist and universal concept, the following interpretation of the socialization of the personality is distinguished. Socialization is seen as the process of an individual entering a society and manifesting its individual and social essence as a result of the mutual influence of elements of the social environment and individual qualities of a person (Bikenova, Abdikerova, 2005:140). Thus, in the process of socialization is carried out not only

the social formation of the individual, but also the formation of individuality, the true personal qualities of a person. A person realizes himself in the process of socialization as an individual subject and a social subject. Speaking about the individual subjective properties of the personality, it emphasizes its spiritual potential.

A person as an individual subject and as a social subject of socialization with the help of his life forces, which are the result of natural biological, psychological and social factors, has an opposite effect on living space, which is the social environment of its existence.

The content and nature of socialization are determined by the sociocultural environment and the activity of the individual himself. This interaction is manifested at three levels – at the level of society, microenvironment and their own life experience. In the process of cultural activity (on the basis of life experience), a person assimilates sociocultural information of a socially significant nature, at the microenvironment level, values and norms of the immediate environment, at the third level, these values are included in the general system of one’s own life experience, and they are transferred to the internal plan of the person. These three levels make it possible to understand the mechanism of socialization and the characteristics of personality formation.

In psychology, there are a number of areas in the study of personality. The first of these is “biological”, which puts the biological essence of man in the foreground. The second is “social.” This direction highlights social factors as the dominant principle in human development. The third is the “convergence factor.” In this concept, emphasis is placed on a combination of biological and social factors, but biological is recognized as the main one. The fourth is multifactorial. Not only biological factors and the social environment are taken into account, but also the personality’s self-development. The fifth is the “universal.” A feature of this direction is the consideration of biological, social and spiritual factors in their unity (Nemirovsky, Nevirko, 2003:181).

According to another Kazakh researcher of personality problems, M.F. Puzikov, any personality is the sum of social and psychophysiological components organized into a system, interacting and directing the personality’s behavior in one or another framework. It is the representatives of the dispositional direction, who believe that the behavior of the personality is equally seriously affected by both of the above components, in his

opinion, came closest to the truth (Puzikov, Kudro, Mukhambetova, 2002:240).

### **Identity to the social cognition in general**

The socialization of various age groups – children, youth, adults and the elderly – is distinguished by the following features.

Children, as the least adapted and protected part of society, lacking experience, are dependent on adults. They do not have fully formed mental structures and are therefore vulnerable to all sorts of influences, including adverse ones. The influence of the social environment and other people can delay or stimulate the development of the child, worsen his well-being or contribute to the formation of complex social behavior. The socialization of children is, first of all, the process that prepares a child for entry into the adult world by determining the basic models of education and training, on the basis of which

The term “social cognition” is interpreted as the cognition of society, social phenomena and processes taking place in it. In this thought, social cognition differs from the cognitions of other (non-social) objects and has the following features:

Society is the most complex of the objects of cognition, therefore the essence of social phenomena and processes, the regular relationships between them are found much more difficult than what happens when studying inorganic and organic nature in the framework of the natural sciences;

Social cognition involves the study of not only material, but also ideal, spiritual relations. These relations are not only an integral part of the material life of society, but are also much more complex and contradictory in nature than relationships in nature;

In social cognition, society acts both as an object and as a subject of cognition, since people are the creators of their history, but they also know it. Therefore, the subject and the object of knowledge coincide. This identity cannot be estimated unambiguously. On the one hand, it has a positive meaning, since the processes taking place in society are closest to the cognizing subject and his direct, personal and acquired life experience, which contributes to a deep understanding and correct knowledge of these processes. On the other hand, different, sometimes diametrically opposed wills, interests, goals are represented in the aggregate object of knowledge. As a result, a certain element of subjectivity is introduced into the historical processes themselves and into their cognition;

Another feature of social cognition is the limited possibilities for observation and experimentation

in the study of social reality. In this case, the main source of knowledge is historical experience, social practice. Social cognition includes not only a description of social phenomena, but also their explanation, the identification of their essence. The successful solution of this difficult task is associated with the application of a concrete historical approach to social phenomena, which involves the study of social phenomena in their diverse relationships, interdependence and historical development. This approach makes it possible to understand a separate social event, revealing both its unique individuality associated with specific historical conditions, and something common for similar events occurring at different times – their objective laws.

Throughout middle childhood and adolescence, social cognition has become an increasingly important determinant of children’s behavior. It is in middle childhood that children should learn to solve difficult situations in friendships and understand justice issues, observe social norms, customs and conventions related to gender, respect authorities, authority and moral law. They begin to look closely at the world of people and gradually comprehend the principles and rules by which it exists (Ross, 1981:63). This process was studied by representatives of the social-cognitive approach, who believed that all knowledge – scientific, social or personal – exist as an organized system or structure, and not in the form of incoherent pieces of information. Understanding of the world does not develop by considering it in parts that are not interconnected. Children try to make sense of their experience as an organized whole. Understanding of the world of preschool children is limited by their egocentrism. In middle childhood, they gradually develop a less egocentric position, which allows them to take into account the thoughts and feelings of other people. The first component of social cognition is the social conclusion – guesses and assumptions about what the other person feels, thinks, or intends to do (Flavell, 1985:175). For example, a small child hears a mother laugh and suggests that she is having fun. An adult may hear some coercion in the laughter of the mother of this child, and then he will conclude that she hides her feelings. Of course, a small child is not able to draw such a subtle conclusion, but by the age of 6, children are already able to conclude that the thoughts of another person may differ from their own.

Preschool age is a period of familiarizing a child with the knowledge of the world, the period of his initial socialization. The baby takes the first steps to socialization within the framework of his

own family, while his social circle is limited to his immediate family. The next step towards the socialization of a preschooler is communication with peers. Kindergarten is exactly the place where a child gets acquainted with social life outside the home. Here the world of human relations, different types of activities and social functions of people opens. The preschooler has a strong desire to join this adult life, to actively participate in it, which is not yet available to him. In addition, no less strongly he seeks independence. From this contradiction, a game is born – as an independent activity of children, modeling the life of adults. The game is the closest, accessible, interesting type of activity for preschool children (Berns, 1986:45). During the game, the child develops, improves spiritually and physically, gets acquainted with the natural world, the world of people, the objective world. In addition, the game is a peculiar way of assimilating public experience.

According to the degree of independence and activity of children, games are divided into two groups: creative and games with rules. Creative or plot role-playing games are especially significant and important for children. In them, preschoolers reproduce everything that they see around themselves in the lives and activities of adults. Creative play most fully shapes the personality of the child and therefore is the most important means of education and socialization of preschool children. Games with rules organize, regulate the actions of the child. Realizing the rules of the game, children begin to subordinate their own actions to them. The organization of the gaming environment is a prerequisite for the formation and development of gaming activities. It is very important to create it universal, comfortable, able to meet the requirements of children of different sexes, diverse in content. The process of socialization begins at birth and continues throughout life. The child learns the norms and patterns of behavior accepted in the society in which he lives, learns to interact, build relationships first in the family, then in the peer team and further through life. The task of teachers and parents is to help children. The game is a leading type of activity, the most effective form of child socialization. The game lays the foundation for a future personality (Bozovic, Slavina, 1979:202). Game activity, according to S.A. Shmakov, is an amazing phenomenon of human existence. The game is widely used as the main means of social integration of children, the formation of social behavior skills in them (Breslav, 1990:86).

When a child plays, assuming various roles, reproducing or thinking through certain

interesting situations and ways of behavior in them, his socialization proceeds most naturally and successfully. When playing, the child more easily establishes a connection with the adult world and with the world in general, he has the skills of an internal dialogue, the attitude towards the expression of his inner life and the desire for creativity is realized. The game reflects the most significant events in the life of the child, he sincerely experiences everything that he imagines in the game. The game is the only central activity of the child, taking place at all times and among all nations. The game is the practice of child development, in the game the child develops as a person, those sides of the psyche are formed on which the success of his educational and work activities, the success of his relations with people will subsequently depend on. The game manifests the characteristics of the child's thinking and imagination, emotionality, activity, the need for communication, a sense of collectivism, determination, humanity and so on. In addition, the game is a peculiar way of assimilating social experience, characteristic of preschool age. In other words, it is in the game that the process of socialization takes place, that is, the process of becoming the personality of a small person, assimilating the socio-cultural experience.

Currently, experts in the field of preschool pedagogy unanimously acknowledge that the game as the most important specific activity of the child should fulfill broad general educational tasks. The methodological basis for the development of the theory and practice of children's play is the provision on the game as a targeted social activity and an important educational tool. The game is widely used as the main means of social integration of children, the formation of social behavior skills. When a child plays, assuming various roles, reproducing or thinking over these or other interesting situations and ways of behavior in them, its socialization proceeds most naturally and successfully. When playing, the child more easily establishes a connection with the adult world and with the world in general, he has the skills of an internal dialogue, the attitude towards the expression of his inner life and the desire for creativity is realized. The game reflects the most significant events in the life of the child, he sincerely experiences everything that he imagines in the game. In the 4th year of life, children move from figurative play to a story-based role-playing game, from solitary to joint activity. A free story game is the most attractive activity for preschool children. Its attractiveness is explained by the fact that in the game the child experiences an internally subjective

feeling of freedom, subject to him things, actions, relationships – all that in practical productive activity is resisting is difficult. This state of internal freedom is associated with the specifics of the plot game – action in an imaginary, conditional situation (Petrusinsky, 1994:89).

The story game does not require a real, tangible product from the child, everything is conditional in it, everything is “as if”, “make-believe”. All these “possibilities” of the story game expand the practical world of the preschooler and provide him with internal emotional comfort. This is due to the fact that in the game the child recreates the areas of life that interest him with the help of conditional actions. First, these are actions with toys that replace real things, and then – graphic, speech and imaginary actions (performed in the internal plane, in the “mind”). The game is important not only for the mental development of the child, but also for the development of his personality: assuming various roles in the game, recreating the actions of people, the child is imbued with their feelings and goals, empathizes with them, and begins to navigate between people (Zankovsky, 2000:156).

The game has a great influence on the development of children’s ability to interact with other people: firstly, by reconstructing the interaction of adults in the game, the child learns the rules of this interaction, and secondly, in a joint game with peers, he gains experience of understanding, learns to explain his actions and intentions, coordinate them with other people. However, the game fulfills its developmental functions to the fullest if it becomes more complicated with age, and not only in its thematic content. How can I help a contactless child? First, to play with him from an early age, to learn to take on a role, to act within it. Secondly, if the children do not accept him into their team, come up with some other game where he will be more successful, and invite the others to play together. At the same time, it’s important not to break into an already unfolding game, where your child didn’t come to court, but to organize a new (maybe sports, competitive, national), most important, requiring clear rules that are already familiar to your child. A clear and concrete organization of games with rules helps a child who does not own a role-playing game, but often turns out to be difficult for “game” children who are used to it. A different principle: relying on fantasy, plot, social and game relationships, or on a strictly approved “code of laws” and rules lies at the heart of attractiveness and success for different types of children. And since games with rules appear in the children’s community later, and older children

play in them, then those who have already mastered them are respected and respected. In addition to sports games, it can be any other types of children’s activities in which your “loser” is competent and successful. Maybe he draws beautifully? Give him this opportunity: organize an exhibition at home, and stock up on the street with crayons, and soon the whole company will be fascinated to follow his occupation and humbly ask for permission to “paint a little”. He cannot draw himself – draw together, but emphasize all the time (and even exaggeratedly) the leading role of the child in this process. Or maybe you glued a kite together with him? Few people can do it now, and it is easy to become famous and gain universal respect. And, in an extreme case, you can simply take out new toys or a designer to the street, you just have to make sure that your child is not “overwritten” and the toys are not taken away. The scope for your imagination and creativity is open. The main thing – do not leave a child who does not have sufficient communication skills, alone with peers, be near, help, protect, but only unobtrusively. It is important to remember that there is no need to immediately “infiltrate” the crowd of children with their ideas, sometimes (and often) it is quite sufficient to organize the child’s contact with one or two peers. There are different children with different communication needs. It is enough for one only friend, with whom they meet once a week, so as not to feel alone and proudly consider: “I have a friend.” And the other is bad if there is no whole noisy company around him, where everyone obeys his word and even gesture. If this “retinue” is not there, then the “king” feels out of work, he is bored, and he cannot occupy himself. As a rule, suffering and feelings begin if the need for communication and the game is limited by the inability to participate in this game, or if a recognized leader suddenly loses the opportunity to realize his “leadership habits” due to unforeseen circumstances (for example, he was in a new team, where there are leaders and abruptly) (Petrusinsky, 1994:101).

In principle, any child should be taught to occupy himself, to expand the scope of individual games outside of playing activities, and at the same time help him, master those generally accepted methods of communication and games among children that are necessary so as not to be an outcast. And if you see that the child is not accepted into the game.

Social experience is acquired by the child in communication and depends on the variety of social relations that are provided to him by the immediate environment. The child’s assimilation of the universal experience gained by previous generations

occurs only in joint activity and communication with other people.

### **The development of social cognition of preschooler: problems and their solutions**

Practice shows us that older preschool children are actively involved in the life of the group, their parents and loved ones. They are always ready to help you. They engage in the group with the greatest interest and take an active part in various games, make relevant comments, respond to the call and suggestions of other people. All of the above becomes possible because social cognition is activated in children in a society of peers and adults. They already understand the structure of our world at the proper level. Children have enough knowledge about nature, about themselves, their parents, adults and peers, are already able to establish good relationships with other children and adults.

As they grow and mature, children are more and more immersed in the knowledge and comprehension of various patterns and relationships between parts of social life: they orient themselves in spatio-temporal relationships and understand the cause-effect relationships of events and much more; the ways of social cognition, the development of oneself and the world around them acquire specialization (Artemyev, 2001:76).

In childhood, children should learn to take into account the nuances of friendship and authority, expanding and conflicting sexual roles, and also take into account many social norms, rules and regulations. Children achieve all this in many ways. One of them is advancing along the path of direct socialization, associated with the reward of desirable behavior and punishment of undesirable, as well as with the imitation of the behavior of role models available to observation. Social learning helps children acquire appropriate forms of behavior and social attitudes in a given society. Another way that children learn about the social world is through psychodynamic processes. In certain situations, children show anxious feelings, but gradually learn to reduce this anxiety using a number of protective mechanisms. In addition, children acquire knowledge about the world of people through a process called social cognition. Just as children's ideas about the physical world change with age, the same can be said about their understanding of the social world. Social cognition includes thoughts, knowledge and suggestions about the social world. Social cognition at this age is associated with an understanding of friendship and the development

of moral judgments. [9] Throughout middle childhood and adolescence, social cognition has become an increasingly important determinant of children's behavior. It is in middle childhood that children should learn to resolve complications in friendships and understand issues of justice, observe social rules, customs and conventions related to gender, and respect authority and moral law. Children begin to look closely at the world of people and gradually comprehend the principles and rules by which it exists. This process was studied by representatives of cognitive psychology, who believed that all knowledge – scientific, public or personal – exist as an organized system or structure, and not in the form of disconnected pieces and pieces of information. Understanding the world does not develop by interpreting it in pieces that are not interconnected. Children try to make sense of their experience as an organized whole. The development of social cognition follows a path that is characteristic of other types of cognitive development. In preschoolers, understanding of the world is limited by their egocentrism. Although by the age of 7 children reach a reasonable age and can perform some logical operations, they are still somewhat hindered by the inability to see the world from other points of view. In middle childhood, they gradually develop a less egocentric position that takes into account what other people think and feel (Rozhkov, 2008:93). Therefore, the first component of social cognition is the social conclusion – guesses and assumptions about what the other person feels, thinks, or intends to make. For example, a small child hears mother's laughter and suggests that she is having fun. An adult, perhaps, will hear some coercion in the laughter of the mother of this child, and then he concludes that she hides her feelings. Of course, a small child is not able to draw such a subtle conclusion, but by the age of 6, children are already able to conclude that the thoughts of another person may differ from their own. By about 8 years old, they are clearly aware that the other person is able to imagine their own thoughts.

At its core, the educational environment in kindergarten is social. People directly surrounding a preschool child in his life play a major role. These are the parents of the child, teachers and peers. Secondly, the environment of the kindergarten is filled with a wide variety of objects, things created not only by the hands of man, but also by his mind, are social at the first approximation.

In the older preschool age, the child plunges deeper into our world with the help of teachers. The educational environment of the children's

institution contributes to the implementation of the entire spectrum of the child's choice to enhance his social knowledge. On the one hand, effectiveness is due to the natural curiosity of the child, and on the other, psychological and pedagogical methods and techniques.

To activate social cognition, it is necessary:

1. Mastering the essence of events and space;
2. Interaction with significant adults;
3. Definitions of social roles, actualized by the situation;

The space where the preschooler is located encourages him to learn the so-called social distances. The behavior of older preschoolers is correct; they do not violate the spatial norms of interaction. But in an unfamiliar environment, children make mistakes (Rozhkov, 2008:150).

Children can be located close or far, they either make contact or avoid contact, behave defiantly, attracting attention with gestures, words, actions, facial expressions, etc.). In this case, the teacher can use pedagogical techniques aimed at the development of social distances by children.

First reception: rituals in a group. Social distances can be supported by certain rituals (say hello to the hand) and insignia (distinctive armband of the duty officer, a flag with the commander).

Second reception: communicative games. Tactile Telegraph. An even number of children stand in a circle. Two children facing each other will be the "transmitter" and "receiver". The transmitter starts the game by sending a message to the receiver, shaking the left hand of the child's right-handed child and the left-handed right's hand, and transmits an impulse. Having received an impulse, the "receiver" says: "I received a telegram." The part of the circle that conveys the message faster and more accurately wins. "Observation". The driver is selected according to the counting room; he is removed through the door. Children choose a child about whom the driver will ask five questions. If the conceived player is guessed, then he will drive, if not, a new driver will be selected by the account. "Who is behind whom?" The leader is facing the column of children and remembers the order of their construction. The driver turns away and calls the construction order of the children. You can complicate the game by calling what the children were wearing. It is possible for children to readjust and ask the driver to turn around and restore the old system. What is the pedagogical effect obtained with the choice of space?

When interacting with a partner, the child feels the distance, develops a space of communication and

interaction, demonstrates the nature of emotional closeness and mutual interest, which ensures the development of ways of his social cognition and positive relationships with partners. An event is something that has already happened once and will not be repeated with the photographic accuracy never. The ancients said: "It is impossible to enter twice into the same river"; and it is also impossible to repeat all those states experienced in certain situations. But the psychological state can give impetus to the development of the cognitive and emotional spheres of a person, affect the formation of the arbitrariness of mental processes. Older preschoolers already understand the essence of many events and can understand and understand their meaning, restore the picture of events. A teacher who takes a position of cooperation helps children survive the reality of mastering the world, build their relationships with other people in it. In this sense, it is necessary to pay attention to the technology of pedagogical activity to create an event environment in a group: a pedagogical analysis of the event. The influence of his educational potential. Emphasizing those aspects of the event that may affect the child. Neutralization of the negative impact. Stimulating the child's reflexive attitude to what is happening.

First reception: group traditions. "Morning greeting" – an adult and children are standing in a circle and wish each other good morning, handing over a toy or any item, turning to his comrades: "Hello, I've come!"; while one says a greeting, while others add the name of the previous child, etc.

"Reading day" (at the choice of the teacher) – the children take turns bringing their favorite editions of literature, prepare a retelling of one story in advance, and the teacher organizes a discussion of the story so that everyone can imagine the picture of what is happening, express their attitude to the characters and events, come up with a sequel stories.

Second reception: collective creative work. Collective work is one of the ways of social cognition, provided that when they are carried out, attention is paid to the coexistence of embodied events. It can be a collage of children's photos, pictures, children's drawings. And together a children's newspaper completed will push many children to an active knowledge of reality (Nepomnyashchaya, 1992:213).

The child changes himself, if you change the events and look at them the child himself. Events help to change the internal state and view of the world. Events allow you to actualize the internal state, highlight the most important in the content of the situation, express an emotional assessment,

thereby ensuring the development of memory, attention, thinking, etc. and, most importantly, the formation of the emotional-volitional sphere of preschoolers.

Significant adults – it can be parents and caregivers – people to whom children relate with a high degree of trust, have a warm relationship. And the child chooses a meaningful adult for himself is no coincidence. He shares not only the content of general affairs, but the opinions, judgments, assessments expressed by adults. If a significant adult provides the older preschooler with an informational and emotional field, then the child is drawn to him, looking for new contacts that fully satisfy his need for communication and social knowledge. And for this it is necessary that adults and children are not just organizers, but active participants in the life of the group (Pyatnitsa, 2011:166).

Projective drawing. In the figure, the child at a non-verbal level shows his attitude to those that are of great importance in their life. On the instructions of the teacher, children can draw a holiday in kindergarten or a circle of their friends and relatives. It should be remembered that any diagnostic procedures give an instant cut; therefore, the findings will be relevant at a particular point in time and should be used with caution.

Thematic drawing. The purpose of the picture is to clarify and expand social contacts. An element of discussion or debriefing should be added to the process. The theme of the drawings can be any, relating to a specific group or groups of people.

Second reception: communicative games. “Request”. This game is in pairs. Children ask each other something. The winner is the one who picks up more items. To do this, the child should use polite words in his request, address the interlocutor by name, speak compliments, etc.

“What do we love for?” Children stand in a circle, and the leader chooses a child for himself, which will be discussed. He calls five attractive qualities that characterize the chosen person. The rest are trying to guess who they are talking about. At the end of the game, the most popular personality is determined.

The educational effect of choosing a meaningful adult. Under the influence of a significant adult, a child develops a sense of belonging to the world of people, a sense of “we”. Such an experience of a senior preschooler with different people gives him reason to focus not only on the content of common affairs, but also on the opinions, opinions,

assessments expressed by adults in different situations (Shmakov, 1968:204).

Social roles are a favorite gaming activity of preschoolers. Playing a role, children convey the characteristic features of the character using various means of expression: voice, pantomime, facial expressions, gesture. Children love to distribute roles on their own, lose them, dressing themselves in appropriate costumes, use the necessary attributes, accessories, etc. In the game, children assume various social roles of older people, which helps expand the scope of social knowledge. The pedagogical guidance of the game is a support for the development of a real social role by children.

First reception: Director’s games. The games “Family”, “Shop”, etc. allow children to master professional and everyday roles: client, buyer, patient, parent, etc.

The game “School” allows the child to independently model the future, to be in the role of a student and teacher (preschooler and teacher, etc.)

Second reception: Developmental activity. Children are given sheets of paper divided into squares, where the symbols depict questions-situations relating to school life. The teacher asks to tick off the squares related to school life. In conclusion, it is necessary to place emphasis on the answers of the majority, the minority, and note that there were no incorrect answers, because the life of schoolchildren is very diverse, full of events and meetings with interesting people who are always there and will help children in their school life. The main idea of the lesson is the invalidity of the choice of each child, the designation of the positive perspectives of academic work, school life.

Third reception: Excursions to school. This is a traditional event in the preschool world. Here, a child can see how life goes on for schoolchildren and teachers, look at a lesson, visit the school museum. Another excursion can be spent on vacation, when the school is quiet, calm, there are no calls. At this time, you can easily get acquainted with the space of the school: to visit different classrooms, where sciences (chemistry, geography, biology, etc.) are very clearly represented, draw with chalk on a blackboard, visit the dining room, gym, library (Nepomnyashchaya, 1992:259).

Mastering the social role, children acquire a more complete life experience, full of bright new emotions and content, reinforce knowledge of new forms of communication and interaction, expand vocabulary, acquire social skills, and achieve a new positive emotional state.

## Conclusion

So, in the process of research, we found that the features of social cognition are as follows:

1. the subject and the object of cognition coincide, in connection with which cognition becomes self-knowledge; 2. Society is dynamic, therefore, the establishment of social laws causes difficulties, therefore social laws can be probabilistic in nature, which allows you to establish only relative truths; 3. social knowledge affects the interests and beliefs of specific people, which means that social knowledge is valuable.

As we have already noted, the peculiarity of social cognition lies in the difficulty of comprehending the truth.

Therefore, social cognition should be based on the following principles: social reality should be considered dialectically, in movement and development; social phenomena necessary to study in interdependence; to identify both general historical patterns and special ones; at analysis of

people's activities to focus on traditional, established norms, principles, and attitudes.

A research scientist should objectively assess the situation, not succumb to subjective preferences or ideological pressure, rely on specific facts. Subject to the observance of these principles, one can obtain true knowledge about man and society.

In conclusion, it is important to emphasize: preschool age is sensitive for social cognition in connection with the rapid development of perception, memory, thinking, imagination, speech of a child, stabilization of his emotional-volitional sphere. These psychological achievements allow older preschoolers not only to effectively fit into the world of people, but also to actively master it, make choices in society in relation to space and events, a significant adult, social role. An expediently organized social environment of the child care institution fully ensures the development of the individuality of the preschooler, prepares him for a new social quality.

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